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ABSTRACT

This ninth annual Student Outcome and Achievement Report (SOAR) presents information about how well Maryland high school graduates have done in the initial year in college. The SOAR system collects information about the college performance of new high school graduates in Maryland, including remedial work needed in mathematics, English, and reading; grades in first mathematics and English courses; and cumulative grade point average. Data are drawn from the Scholastic Assessment Tests and the American College Testing program. This report looks at the college performance of students who graduated in the 1998-1999 school year who enrolled in the 1999-2000 academic year. All public 2-year and 4-year campuses in Maryland and 11 state-aided independent institutions participate in SOAR. The report contains four sections: (1) the college performance of students who did and did not complete the recommended core curriculum in high school; (2) factors affecting college performance; (3) trends in the college performance of high school graduates; and (4) the graduate rates of core and noncore students. (Contains 35 tables.) (SLD)

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MARYLAND HIGHER EDUCATION COMMISSION

ED 458 857

COLLEGE PERFORMANCE OF NEW MARYLAND HIGH SCHOOL GRADUATES

-STUDENT OUTCOME AND ACHIEVEMENT REPORT-

November 2001

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INTRODUCTION

The General Assembly passed legislation in 1988 that required the Maryland Higher Education Commission "to improve information to high schools and local school systems concerning the performance of their graduates at the college level."

In 1990, the Commission established the Student Outcome and Achievement Report (SOAR) to fulfill this mandate. In addition to providing information that can be used for tracking student outcomes at the state level, SOAR was intended to be a tool to help local educators with the evaluation of high school preparatory programs, curriculum development, counseling, and the establishment of education policy. This is the ninth consecutive year in which county superintendents and high school principals have received annual reports of how well students from their particular schools performed at the college level. All public two- and four-year campuses in Maryland and 11 state-aided independent institutions currently participate in SOAR.

The high school graduate system of SOAR collects information about several aspects of the college performance of new high school graduates: remedial work needed in math, English and reading; grades in their first math and English courses; and cumulative grade point average. In order to provide a better understanding of the factors that influence collegiate academic performance, the Commission began in 1996 to include data about students' high school experiences. This information was supplied by The College Board, which administers the Scholastic Assessment Test (SAT) and the American College Testing Program (ACT).

Students who take the SAT or ACT complete a comprehensive questionnaire asking about their high school performance and experiences as well as family and background characteristics. Included are the courses they have taken in various subjects and their grades, the years studied in specific academic areas, whether they were enrolled in honors classes, and their grade point average and rank in class. This information has been matched to the SOAR data.

This report draws on the combined sets of data to examine the relationship between students' academic performance and experiences in high school and how well they did in their initial year in college. Specifically, it looks at students who graduated from a Maryland high school in the 1998-1999 school year who enrolled at a Maryland college or university during the 1999-2000 academic year. The Commission also examined the long-term graduation and transfer patterns of students who enrolled at public colleges and universities in fall 1994, 1995 and 1996 based on the SAT and ACT information. This analysis, which provided additional insight into the factors which impact college success, was performed by linking student records in the Commission's enrollment and degree systems with those from the expanded SOAR files in corresponding years.

The report contains four sections. The first examines the differences between the college performance of students who did or did not complete a college preparatory curriculum in high school. The second contains the results of a multiple regression analysis which seeks to identify the factors that best predict first-year college performance. The third examines trends in the data over the past six years. The fourth presents the four-year graduation and transfer rates of students from Maryland community colleges and the six-year graduation rates of students from public four-year institutions in the State on the basis of whether or not they took a college preparatory course of study in high school.

Limitations of the Data

These are the limitations inherent in the SOAR data:

1. No information could be collected about the high school experiences of students who did not take the SAT or ACT. Hence, 31 percent of the first-year college students were not included in this study. Most of these individuals attended community colleges, which have open-door admissions.

2. The information on high school experiences is collected through a questionnaire completed by students when they take the SAT or ACT. Hence, its accuracy depends on the veracity of those completing the questionnaire. An ACT study of the reliability of self-reported data found that students were truthful in supplying information about their courses and grades.

3. The content of courses taken in specific subject areas may vary among schools and even within a school.

4. Prior to 1997-1998, the definition of remediation was determined by each college and university. Campuses had different policies with regard to the identification and placement of remedial students, including the use of a wide assortment of tests and cut-off scores. Hence, remediation rates were not comparable across institutions. By fall 1997, all Maryland community colleges had agreed to adopt uniform standards for assessing students and placing them in college-level courses, based on recommendations from the faculty in reading, writing, and mathematics. This involved the standardization of tests and cut-off scores. This agreement was fully implemented by all community colleges by fall 1998. However, some two-year institutions put these policies into practice earlier than others. Consequently, in 1997-1998, there were some remaining differences among institutions in testing and placement policies that could affect the comparability of remediation rates at the community colleges. Nonetheless, by 1998-1999, there was comparability of remediation across community colleges. This is important, since more than 90 percent of the remediation in higher education in the State takes place at two-year institutions. Public four-year institutions in the State that offer remedial courses continue to use an assortment of tests and cut-off scores.

5. Some students require additional assistance in mathematics before moving into a college credit-bearing course. There are at least two reasons why such placement may be necessary. First, students are required to earn three credits in high school mathematics. Two of those credits must include work in algebra I and geometry. Not all students take algebra II, yet that is the course that will likely prepare them for college mathematics. It is the student's choice whether to take the second level of algebra, and those who do not make that choice as their third course in mathematics may require additional assistance in college. Second, some colleges and universities admit students who have not completed algebra II. When that occurs, those students may also require additional assistance in mathematics.

COLLEGE PERFORMANCE OF CORE AND NON CORE STUDENTS

The academic performance of students in their first year of study at a Maryland campus was examined in terms of whether they did or did not take a college-preparatory course of study in high school. Students who did complete a college-recommended curriculum were called "core" in this report; all others, "non core". Students were assessed on the basis of their need for remedial assistance in math, English and reading; grades in their first English and math courses, and cumulative grade point average. The information was presented by institution, jurisdiction, gender and race (Tables 1 to 12).

The categorization of students as "core" or "non core" depended on whether the student completed a course of study that closely fit the freshmen admissions requirements of the University System of Maryland (USM). To be included as "core", a student had to have taken all of the following in high school:

- 4 or more years of English
- 3 or more years of mathematics
- 3 or more years of social science or history
- 2 or more years of natural science
- 2 or more years of foreign languages

Students who did not fulfill this exact curriculum were deemed "non core." USM's requirements differ very slightly from those above: students must take two years of a laboratory science, have two or more years of the same foreign language, and complete three specific math courses: two years of algebra and one of geometry. Integration of these additional requirements into the "core" definition was not possible because of the nature of the SAT/ACT data.

As in previous years, core students in 1999-2000 performed better than non core students on every measure of college academic achievement. Fewer core students required remedial assistance in math, English and reading. Core students also

earned higher grades in their initial math and English courses in college and had higher grade point averages after their first year. With a few exceptions, core students outperformed non core students regardless of the county or region in which they attended high school, the specific college or university at which they were enrolled, or on the basis of race or gender. The results were very comparable to those of the last five years.

These findings are strengthened by an ACT analysis, which showed that core students in Maryland earned higher composite test scores than have their non core counterparts during the past five years. ACT used a somewhat different definition of "core" than the one adopted in this study.

Remediation

Considerably more non core students (38 percent) than core students (26 percent) needed remedial assistance in math. Substantially more non core students (25 percent) than core students (15 percent) required remediation in English, and nearly twice as many non core students (24 percent) than core students (13 percent) needed help in reading. Nonetheless, it is sobering that more than one quarter of the students who took a college-preparatory curriculum in high school, which includes three years of mathematics, were still assessed for remediation in math.

Of the core students at the community colleges, 46 percent required remedial help in math, 27 percent in English, and 21 percent in reading. Of the non core community college students, 56 percent were assessed for remediation in math, 38 percent in English, and 35 percent in reading. Baltimore City Community College led the two-year institutions in the proportion of core and noncore students requiring remedial assistance in math, English and reading.

Thirteen percent of the core students at public four-year campuses were assessed as needing math remediation, as were 7 percent in English and reading. Of the non core students, 17 percent required help in math, 11 percent in reading and 10 percent in English. Among the public four-year institutions, the four historically black colleges and universities and Towson University represented the largest share of the students needing remediation.

Both core and non core students from Baltimore City had the highest remediation rates in mathematics, English and reading of the "service delivery areas" (major jurisdictions) in the state. Remediation in all three areas for both core and non core students in Prince George's County was above the State average.

A greater percentage of African Americans than other races needed remedial help. Of the African-American students who completed a college preparatory curriculum, 41 percent required remediation in math, 28 percent in English and 27 percent in reading.

A majority of non-core African American students (55 percent) were assessed for remediation in math, as were 44 percent in both reading and English.

Grade in First Math Course

Core students statewide earned an average grade of 2.5 (on a 4.0 scale) in their first math course in college, compared to 2.2 for non core students. A greater percentage of core students (78 percent) achieved a "C" or better than did non core students (71 percent). Students who attended high school in Prince George's County had the lowest initial college math grade of any jurisdiction (2.2 for core students and 1.9 for non core students).

Women tended to earn noticeably higher math grades than did men, both among core and non core students. The math grades of African Americans (2.1 for core students and 1.8 for non core students) lagged behind those of whites and Asians. Nonetheless, a majority of African American students (67 percent of the core and 61 percent of the non core) achieved at least a "C" in their first math course.

Grade in First English Course

Core students in Maryland attained an average grade of 2.7 in their initial English course in college, compared to 2.5 for non core students. A substantial majority of both core (88 percent) and non core students (85 percent) attained a "C" or better in the first college English course. The lowest English grades in any major jurisdiction were received by students who attended high schools in Baltimore City and Prince George's County (2.5 for core students and 2.3 for non core students).

Both core and non core women earned sharply higher grades in their first English course than did their male counterparts. The grades of African Americans lagged behind those of Asians and whites among both core and non core students. Nonetheless, 83 percent of the African Americans in the core category achieved a grade of "C" or better, as did 80 percent of the non core students.

Grade Point Average

Statewide, core students earned a cumulative grade point average in college of 2.6, compared to 2.3 for non core students. The averages earned by students who attended high school in Baltimore City and Prince George's County were the lowest in the State. The grade point averages of women, both core and non core, exceeded those of men. African-American students had lower grade point averages (2.2 for core and 2.1 for non core) than those of other races.

FACTORS AFFECTING COLLEGE PERFORMANCE

An examination was made of the relationship between the high school experiences and background characteristics of students and their performance in college. The intention was to identify factors that might help to predict college success, thus helping high school teachers and guidance counselors to advise students better on preparation for higher education.

Method

A multiple regression analysis was conducted, using the first math and English grades and cumulative grade point average as measures of collegiate performance and 66 items on the SAT questionnaire plus some SOAR demographic data as indicators of high school experiences or student background. The ACT information, which was used in differentiating between core and non core students, was not included in this particular part of the study because the comparatively small number of students who took this test could have distorted the results.

Four steps were employed in the analysis. The first was to build a model from the existing data that would contain only relevant variables--those that were good predictors of college performance. A stepwise selection approach was implemented. The only variables that were retained were those that met the standard .05 significance criterion for each of the college performance variables. This process eliminated the great majority of the variables representing high school experiences and background attributes. The second step was to calculate a correlation coefficient between each college performance variable and each high school experiences variable (and a coefficient among each of the high school experiences variables). The third step was to conduct a multiple regression analysis entering all of the high school experiences variables simultaneously and examining their relationship with each of the college performance variables separately. If a high school experiences variable did not achieve a *t* significance level of .05 on the multiple regression analysis and did not have a correlation coefficient of at least .1 in its relationship with the college performance variable, it was eliminated. The fourth step was to implement another series of multiple regression analyses, one for each of the college performance variables. The remaining high school experiences variables were entered individually in order of its strength. The results are displayed in Tables 13, 14 and 15.

The factors which, by themselves, emerged as the best predictors of college performance ($t < .05$) are as follows in the order of their strength:

First Math Grade	High School Grade Point Average SAT Math Score Average Grade in High School Math Courses Whether Student Was Enrolled in Honors Chemistry Course Race Gender
First English Grade	High School Grade Point Average Average Grade in High School English Courses SAT Verbal Score Gender Whether Student Was Enrolled in Honors English Course Race
Grade Point Average	High School Grade Point Average SAT Verbal Score SAT Math Score Average Grade in High School English Courses Race Gender Father's Educational Level

For the sixth consecutive year, the best predictor of college performance by far for all three variables was student high school grade average. The SAT math scores, the student's average grade in high school math courses, and whether the student was enrolled in an honors chemistry course were among the good predictors of the first college math grade. The average grade in high school English courses, the SAT verbal score, and enrollment in a high school honors course in English provided an excellent indication of how students would perform in their initial college English course.

Strong predictors of college grade point average, beyond the student's high school grade point average, were the SAT verbal and math scores and the average grade in high school English courses.

Gender and race were significant factors in determining college performance on all three of the variables--even after controlling for all of the other high school experiences and demographic factors. This is the sixth consecutive year in which gender emerged as a relevant predictor for all three variables, but only the first in which race impacted any of the variables. The first math and English course grades and cumulative grade point averages of women easily outpaced those of men in this study, while those of African Americans markedly trailed their white and Asian counterparts. In addition, father's educational level proved to be a good predictor of grade point average. This factor is considered to be one of the top measures of socio-economic status.

TRENDS IN COLLEGE PERFORMANCE OF HIGH SCHOOL GRADUATES

Tables 16 to 33 present trends during the past six years in the performance of core and non core students in their first year of college study on the basis of major jurisdiction, higher education segment, and race and gender. Although SOAR information has been collected for nine years, analyses on the basis of students' high school curricula have been conducted for only part of this period. In general, the figures show relative continuity in the performance of students.

Remediation

In each of the six years, a greater percentage of students was assessed for remediation in math than in English or reading. In five of the six years, about one-fourth of the core students and between 36 percent and 41 percent of the non core students required remedial help in math.

A consistently high percentage of core community college students needed remediation in each of the five years: between 31 percent and 46 percent in math, 19 to 29 percent in English, and 20 to 27 percent in reading. An even greater proportion of non core community college students required remedial assistance: between 42 and 56 percent in math, 31 to 41 percent in English, and 33 to 38 percent in reading. The percentage of core and non core community college students who required remediation in math in the past two years has been the highest since this breakdown was initiated. This result may be due to the standardization of placement tests and cut-off scores at the two-year institutions. However, the proportion of core community college students who needed remedial assistance in reading dropped sharply in 1999-2000 to its lowest level in six years.

Students from Baltimore City and Prince George's County have consistently had among the highest remediation rates in math, English and reading of the major jurisdictions in Maryland. In addition, students from Western Maryland and Susquehanna schools have regularly exceeded most other jurisdictions in terms of a need for math remediation.

In each of the six years, a greater percentage of African Americans than other races required math, English and reading remediation in college. A particularly large percentage of African American students who did not take a college preparatory curriculum in high school needed remedial help. In five of the last six years, a majority of these students required assistance in math and at least 40 percent needed it in English. Forty percent or more of the noncore African American students needed remedial help in reading in all of the years and required it in English in five of the six years.

Performance in First Math Course

A somewhat greater percentage of core students achieved a "C" or better than did non core students in their first math course in college in each of the six years; the difference between the two groups in 1999-2000 was the largest since the analysis began. The percentage of Prince George's County high students, both core and non core, who earned a "C" or better in their initial college math course has consistently been among the lowest in the State.

In each year, a markedly higher percentage of women than men achieved a "C" or above in their first college math course, both among core and non core students. Although African Americans have consistently trailed whites and Asians in the proportion who earned a "C" or better in math, two-thirds or more of African American students who took a college preparatory curricula in high school received at least a "C".

Performance in First English Course

A substantial majority of both core and non core students earned a "C" or better in their first English course in college in the past six years. A greater percentage of core than non core students in each year achieved this grade, but the difference between the two has narrowed steadily from seven to three percentage points. Students who attended Western Maryland high schools have consistently led the State in the proportion who earned a "C" or better in the first English class. In comparison, students in Montgomery and Prince George's Counties have continually trailed the State average.

A larger proportion of women, both core and non core, in each of the years achieved a "C" or better in the first English course than did men. More than 80 percent of the core African American students and more than three-fourths of the non core students earned at least a "C" in their initial college course in English in the past six years. However, while there was only slight differences between the races prior to 1997-1998, the proportion of both core and non core African Americans to earn a "C" or better noticeably trailed those of whites and Asians in the past three years.

Grade Point Average

The cumulative grade point averages of core students have consistently exceeded those of non core students in each of the six years. Core students earned a 2.6 in 1999-2000 and a 2.5 in the other years, while non core students achieved a 2.3 in the past three years and a 2.2 previously. Core and non core students from Western Maryland and Frederick County have consistently had among the highest grade averages and have exceeded the State average in each year. In contrast, students from Baltimore City

have continually lagged behind their Maryland counterparts, as have those in Prince George's County in most instances.

Women have consistently earned higher grade point averages than men during the six year period. The grade averages of African Americans have regularly trailed those of other races, both for core and non core students.

Factors Affecting College Performance

Of the 66 high school experience and background variables, the one that has been by far the best predictor of college performance is high school point grade average. This has been the strongest factor for all of the measures of college performance (first college math and English grade and college grade point average) in all of the six years. No other item has come close to its predictive power, although several showed strength in five or more of the years. The SAT verbal score and average grade in high school English was effective in predicting students' first English grade and cumulative grade point average in all six years. The SAT math score was an important predictor of students' first math grade in each of the six years and of grade point average in five years. In five of the years, the average grade in high school math has provided a good forecast of students' performance in their initial math course in college. The father's educational level, a strong measure of socio-economic status, has served as a good gauge of grade point average in four of the years. Gender has been a determinant on all three of the variables in all of the years.

GRADUATION RATES OF CORE AND NON CORE STUDENTS

The consistency with which Maryland students who took a college preparatory curriculum outperformed those who did not in their initial year of study raises the question of whether this pattern holds as well for longer term outcomes, such as graduation rates. A 1999 study by the U.S. Department of Education suggested that it does. An examination of a national cohort of 10th grade students who were tracked for 13 years found that a solid academic background in high school was the most important factor in the completion of a bachelor's degree. The study concluded that a core curriculum was most beneficial to African American and Hispanic students.

To determine the extent to which Maryland students had the same experience, information from the Commission's enrollment and degree systems were matched with records from the expanded SOAR files, including the data supplied by the SAT and ACT. This type of analysis involved two additional limitations to those noted earlier in this report:

1. While SOAR collects annualized information (students who enrolled in the summer, fall and spring), the enrollment systems consist of a snapshot of those in attendance

at a point of time each fall. Hence, only students who entered college in the fall are included.

2. Statistics about the background and academic experiences of high school students have been part of the SOAR collection for just the past six years. Therefore, it is possible to examine long-term students outcomes for only a handful of classes. These may not be representative. Additional and more extensive studies will be possible in future years as more information is collected.

Table 34 shows the percentage of new full-time freshmen at a Maryland public four-year college or university who enrolled directly from high school in fall 1994 and who had earned a bachelor's degree from any public campus in the State within six years of matriculation. Tables 35 displays the percentage of first-time, full-time freshmen at a Maryland community college who enrolled directly from high school in fall 1994, 1995 or 1996 and who had either earned an associate degree or certificate from any two-year institution and/or transferred to any public four-year institution in the State within four years of entry. The graduation and graduation/transfer figures are presented on the basis of whether or not students had taken a college preparatory curriculum in high school. Breakdowns are provided by gender, race and major jurisdiction.

The results demonstrate that Maryland high school students who took a solid academic core of courses were more likely to earn a baccalaureate or to attain a community college degree or certificate or transfer to a four-year institution than were those who did not. The six-year graduation rate for core students enrolled at public four-year institutions was 64 percent, compared to 57 percent for non core students. Likewise, nearly half of the full-time freshmen at Maryland community colleges who took a college preparatory curriculum in high school (46 percent in the 1994 class and 47 percent in the 1995 and 1996 cohorts) had earned a community college credential or had transferred within four years; this was the case for only slightly more than one-third of the non core students in each year. With few exceptions, these patterns were consistent across gender, race, and major jurisdiction for students at both public four-year institutions and community colleges.

TABLES

Table 1

Percent of Core and Non Core Curriculum Students Needing Remediation in College
(By Jurisdiction)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	19%	28%	7%	15%	9%	15%
Baltimore City	37%	53%	29%	53%	26%	53%
Baltimore	18%	22%	17%	24%	15%	21%
Frederick	24%	42%	11%	24%	9%	22%
Lower Shore	26%	41%	10%	21%	11%	20%
Somerset	24%	64%	14%	41%	19%	36%
Wicomico	28%	28%	9%	13%	11%	15%
Worcester	23%	48%	10%	22%	8%	18%
Mid Maryland	25%	34%	11%	18%	9%	15%
Carroll	33%	38%	11%	17%	8%	9%
Howard	20%	31%	11%	18%	10%	17%
Montgomery	27%	41%	15%	25%	11%	21%
Prince George's	34%	45%	17%	27%	19%	33%
Southern Maryland	6%	14%	10%	14%	7%	10%
Calvert	4%	11%	4%	7%	4%	8%
Charles	9%	18%	15%	19%	10%	13%
St. Mary's	5%	11%	9%	14%	5%	8%
Susquehanna	33%	48%	14%	20%	7%	13%
Cecil	19%	38%	6%	6%	1%	6%
Harford	36%	50%	15%	23%	8%	15%
Upper Shore	32%	45%	11%	18%	11%	17%
Caroline	36%	54%	4%	17%	15%	25%
Dorchester	25%	24%	9%	19%	8%	19%
Kent	33%	22%	19%	0%	15%	0%
Queen Anne's	40%	58%	15%	27%	15%	21%
Talbot	28%	43%	11%	15%	6%	13%
Western Maryland	34%	45%	18%	20%	11%	16%
Allegany	27%	49%	6%	13%	5%	6%
Garrett	32%	33%	16%	17%	4%	13%
Washington	42%	46%	28%	29%	19%	27%
ALL MARYLAND	**26%**	**38%**	**15%**	**25%**	**13%**	24%

Table 2

Performance in First College Math Course of
Core and Non Core Curriculum Students
(By Jurisdiction)

	% With 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Anne Arundel	80%	71%	2.5	2.2
Baltimore City	77%	75%	2.4	2.0
Baltimore	80%	78%	2.5	2.4
Frederick	84%	84%	2.6	2.5
Lower Shore	77%	77%	2.6	2.5
Somerset	60%	71%	2.3	2.6
Wicomico	86%	71%	2.9	2.4
Worcester	64%	86%	2.1	2.7
Mid Maryland	83%	77%	2.6	2.4
Carroll	84%	73%	2.6	2.2
Howard	82%	79%	2.6	2.5
Montgomery	76%	67%	2.4	2.1
Prince George's	70%	62%	2.2	1.9
Southern Maryland	79%	72%	2.4	2.2
Calvert	78%	73%	2.4	2.2
Charles	74%	73%	2.3	2.3
St. Mary's	87%	71%	2.6	2.2
Susquehanna	83%	77%	2.6	2.4
Cecil	79%	79%	2.5	2.6
Harford	84%	77%	2.7	2.4
Upper Shore	72%	69%	2.3	2.1
Caroline	68%	33%	2.3	1.3
Dorchester	69%	70%	2.1	2.1
Kent	73%	33%	2.3	1.3
Queen Anne's	68%	92%	2.4	2.6
Talbot	82%	69%	2.5	2.1
Western Maryland	87%	87%	2.8	2.7
Allegany	88%	95%	2.7	2.8
Garrett	97%	80%	2.8	2.2
Washington	84%	80%	2.8	2.6
ALL MARYLAND	**78%**	**71%**	**2.5**	**2.2**

Table 3

Performance in First College English Course of
Core and Non Core Curriculum Students
(By Jurisdiction)

	% With 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Anne Arundel	90%	91%	2.8	2.7
Baltimore City	84%	78%	2.5	2.3
Baltimore	90%	89%	2.7	2.6
Frederick	89%	91%	2.8	2.6
Lower Shore	92%	84%	2.7	2.4
Somerset	89%	83%	2.6	2.3
Wicomico	92%	78%	2.6	2.3
Worcester	94%	92%	2.8	2.5
Mid Maryland	90%	89%	2.8	2.6
Carroll	89%	90%	2.6	2.4
Howard	90%	88%	2.8	2.7
Montgomery	86%	82%	2.6	2.4
Prince George's	85%	81%	2.5	2.3
Southern Maryland	89%	89%	2.8	2.6
Calvert	87%	90%	2.7	2.4
Charles	88%	89%	2.6	2.6
St. Mary's	94%	88%	2.9	2.7
Susquehanna	91%	82%	2.8	2.4
Cecil	90%	86%	2.6	2.5
Harford	91%	81%	2.9	2.4
Upper Shore	88%	84%	2.5	2.6
Caroline	78%	77%	2.3	2.5
Dorchester	86%	92%	2.4	3.0
Kent	95%	50%	2.6	1.5
Queen Anne's	91%	88%	2.8	2.5
Talbot	92%	89%	2.6	2.8
Western Maryland	90%	87%	2.8	2.6
Allegany	91%	85%	2.8	2.5
Garrett	85%	81%	2.5	2.4
Washington	90%	91%	2.9	2.8
ALL MARYLAND	**88%**	**85%**	**2.7**	**2.5**

Table 4

Cumulative Grade Point Average After First Year of Core and Non Core Curriculum Students (By Jurisdiction)

	Core	Non-Core
Anne Arundel	2.6	2.4
Baltimore City	2.3	2.1
Baltimore	2.5	2.4
Frederick	2.8	2.4
Lower Shore	2.5	2.3
Somerset	2.4	2.1
Wicomico	2.5	2.3
Worcester	2.5	2.3
Mid Maryland	2.7	2.5
Carroll	2.8	2.6
Howard	2.7	2.5
Montgomery	2.6	2.3
Prince George's	2.3	2.2
Southern Maryland	2.7	2.4
Calvert	2.6	2.5
Charles	2.6	2.4
St. Mary's	2.8	2.4
Susquehanna	2.6	2.3
Cecil	2.7	2.6
Harford	2.6	2.3
Upper Shore	2.5	2.3
Caroline	2.5	2.0
Dorchester	2.3	2.5
Kent	2.4	2.1
Queen Anne's	2.5	2.2
Talbot	2.6	2.6
Western Maryland	2.7	2.5
Allegany	2.7	2.4
Garrett	2.5	2.4
Washington	2.7	2.6
ALL MARYLAND	**2.6**	**2.3**

Table 5

Percent of Core and Non Core Curriculum Students Needing Remediation in College
(By Institution)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges						
Allegany	65%	73%	16%	27%	15%	13%
Anne Arundel	30%	41%	9%	17%	12%	17%
Baltimore City	80%	95%	65%	82%	58%	83%
Baltimore County	32%	42%	40%	53%	34%	49%
Carroll	66%	64%	19%	29%	8%	14%
Cecil	31%	66%	5%	13%	3%	16%
Chesapeake	64%	72%	23%	27%	27%	25%
Frederick	44%	60%	19%	36%	21%	33%
Garrett	48%	44%	28%	13%	3%	0%
Hagerstown	67%	72%	49%	46%	31%	39%
Harford	65%	69%	26%	35%	12%	20%
Howard	51%	61%	29%	35%	22%	30%
Montgomery	52%	64%	30%	41%	20%	31%
Prince George's	47%	52%	20%	30%	26%	43%
Southern Maryland	7%	14%	18%	23%	9%	16%
Wor-Wic	61%	72%	23%	38%	21%	33%
All Community Colleges	**46%**	**56%**	**27%**	**38%**	**21%**	**35%**
University System of Maryland						
Bowie	82%	77%	27%	33%	26%	21%
Coppin	54%	55%	41%	45%	36%	40%
Frostburg	18%	22%	-	-	-	-
Salisbury	1%	2%	0%	0%	1%	1%
Towson	24%	28%	15%	18%	4%	7%
UMBC	3%	5%	2%	1%	16%	23%
UMCP	2%	3%	-	-	-	-
UMES	17%	25%	17%	25%	17%	25%
All University System of MD	**12%**	**15%**	**6%**	**8%**	**6%**	**9%**
Morgan	**24%**	31%	24%	33%	22%	32%
All Public Four-Year	**13%**	**17%**	**7%**	**10%**	**7%**	**11%**
Independents						
Capitol College	25%	24%	8%	6%	-	-
Hood	11%	9%	0%	5%	13%	14%
Loyola	1%	0%	-	-	-	-
Mount St. Mary's	29%	32%	-	-	-	-
Villia Julie	1%	2%	2%	4%	22%	19%
Western Maryland	10%	17%	-	2%	-	-
All Independents	**7%**	**8%**	**1%**	**2%**	**6%**	**5%**
All Campuses	**26%**	**41%**	**15%**	**25%**	**13%**	**24%**

Notes: St. Mary's, College of Notre Dame, Johns Hopkins, Maryland Institute College of Art, St. John's and Washington College do not have remedial programs. UMCP, Frostburg, Loyola, Mount St. Mary's and Western Maryland do not offer remediation in English and reading, and Capitol does not offer these programs in reading.

Table 6

Performance in First College Math Course of
Core and Non Core Curriculum Students
(By Institution)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Community Colleges				
Allegany	88%	96%	2.9	2.9
Anne Arundel	72%	64%	2.1	1.9
Baltimore City	82%	64%	2.9	1.9
Baltimore County	66%	58%	1.9	1.9
Carroll	76%	61%	2.3	2.0
Cecil	75%	70%	2.5	2.6
Chesapeake	57%	71%	1.9	2.1
Frederick	86%	82%	2.7	2.4
Garrett	94%	60%	2.8	2.0
Hagerstown	89%	86%	3.1	2.8
Harford	81%	73%	2.5	2.4
Howard	71%	67%	2.2	2.1
Montgomery	68%	60%	2.1	1.8
Prince George's	69%	61%	2.1	1.8
Southern Maryland	75%	66%	2.3	1.9
Wor-Wic	73%	75%	2.5	2.5
All Community Colleges	**72%**	**64%**	**2.2**	**2.0**
University of Maryland				
Bowie	77%	64%	2.2	2.1
Coppin	79%	61%	2.4	1.9
Frostburg	81%	77%	2.2	2.1
Salisbury	86%	82%	2.7	2.5
Towson	85%	79%	2.7	2.5
UMBC	79%	73%	2.6	2.3
UMCP	82%	82%	2.6	2.6
UMES	59%	56%	2.0	1.8
All University of Maryland	**81%**	**76%**	**2.6**	**2.4**
Morgan	72%	68%	2.2	1.9
St. Mary's	92%	73%	3.1	2.4
All Public Four-Year	**80%**	**75%**	**2.5**	**2.3**
Independents				
Capitol College	75%	82%	2.0	2.3
Hood	96%	71%	2.9	2.4
Loyola	96%	93%	3.2	3.2
Mount St. Mary's	87%	86%	3.0	2.6
Notre Dame	88%	87%	2.8	2.5
St. John's	92%	100%	2.9	3.0
Villa Julie	90%	84%	2.7	2.5
Washington College	93%	71%	3.0	1.6
Western Maryland	92%	96%	2.9	2.8
All Independents	**90%**	**85%**	**2.9**	**2.6**
All Campuses	**78%**	**71%**	**2.5**	**2.2**

Notes: Johns Hopkins does not provide students with letter grades in their first semester, so average grades are not available for first math course. Maryland Institute College of Art does not have math courses.

Table 7

Performance in First College English Course of
Core and Non Core Curriculum Students
(By Institution)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Community Colleges				
Allegany	84%	84%	2.6	2.6
Anne Arundel	83%	88%	2.5	2.6
Baltimore City	64%	48%	2.0	1.5
Baltimore County	81%	74%	2.3	2.1
Carroll	83%	84%	2.4	2.2
Cecil	85%	89%	2.3	2.5
Chesapeake	75%	81%	2.3	2.5
Frederick	79%	89%	2.5	2.4
Garrett	76%	57%	2.0	1.9
Hagerstown	86%	93%	2.8	2.8
Harford	87%	77%	2.7	2.2
Howard	82%	80%	2.5	2.4
Montgomery	77%	74%	2.3	2.0
Prince George's	77%	76%	2.4	2.3
Southern Maryland	83%	88%	2.6	2.5
Wor-Wic	84%	71%	2.0	1.9
All Community Colleges	**81%**	**79%**	**2.4**	**2.3**
University System of Maryland				
Bowie	84%	78%	2.0	2.1
Coppin	91%	85%	2.5	2.4
Frostburg	90%	92%	2.5	2.4
Salisbury	97%	96%	2.8	2.7
Towson	94%	88%	3.1	2.8
UMBC	92%	94%	3.0	2.8
UMCP	91%	90%	2.8	2.8
UMES	95%	91%	2.8	2.7
All USM	**92%**	**91%**	**2.8**	**2.7**
Morgan	81%	80%	2.4	2.4
St. Mary's	97%	90%	3.1	2.9
All Public Four-Year	**91%**	**90%**	**2.8**	**2.7**
Independents				
Capitol College	92%	88%	2.7	2.8
Hood	96%	100%	2.9	2.8
Loyola	100%	100%	3.3	3.1
Maryland Institute College of Art	100%	100%	3.3	3.1
Mount St. Mary's	95%	92%	3.0	2.9
Notre Dame	97%	100%	3.1	3.0
Villa Julie	96%	92%	2.7	2.6
Washington College	96%	83%	3.3	2.8
Western Maryland	94%	97%	2.8	2.7
All Independents	**96%**	**95%**	**2.9**	**2.8**
All Campuses	**88%**	**85%**	**2.7**	**2.5**

Notes: Johns Hopkins does not provide students with letter grades in their first semester, so average grades are not available for first English course. St. John's does not have a comparable first college English course.

Table 8

Cumulative Grade Point Average After First Year of Core and Non Core Curriculum Students (By Institution)

	Core	Non-Core
Community Colleges		
Allegany	2.4	2.4
Anne Arundel	2.4	2.3
Baltimore City	2.2	2.0
Baltimore County	2.1	1.9
Carroll	2.7	2.5
Cecil	2.6	2.5
Chesapeake	2.1	2.1
Frederick	2.6	2.2
Garrett	2.2	2.2
Hagerstown	2.5	2.4
Harford	2.4	2.1
Howard	2.4	2.2
Montgomery	2.4	2.1
Prince George's	2.1	2.0
Southern Maryland	2.5	2.2
Wor-Wic	2.1	1.8
All Community Colleges	**2.3**	**2.1**
University of Maryland		
Bowie	2.5	2.1
Coppin	2.3	2.4
Frostburg	2.5	2.4
Salisbury	2.9	2.7
Towson	2.6	2.6
UMBC	2.7	2.4
UMCP	2.9	2.9
UMES	2.4	2.4
All University of Maryland	**2.7**	**2.6**
Morgan	2.3	2.1
St. Mary's	3.0	2.6
All Public Four-Year	**2.7**	**2.6**
Independents		
Capitol College	2.4	2.4
Hood	2.9	2.7
Johns Hopkins	3.0	3.2
Loyola	3.1	3.1
Maryland Institute College of Art	3.2	3.1
Mount St. Mary's	2.8	2.5
Notre Dame	3.0	2.9
St. John's	3.0	3.3
Villa Julie	2.9	2.7
Washington College	3.1	2.9
Western Maryland	2.8	2.7
All Independents	**2.9**	**2.8**
All Campuses	**2.6**	**2.3**

Note: Grade point averages for Johns Hopkins represent just the second semester. Western Maryland uses a grading scale of 4.3 rather then the traditional 4.0.

Table 9

Percent of Core and Non Core Curriculum Students Needing Remediation in College
(By Gender and Race)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender						
Men	23%	33%	15%	25%	12%	21%
Women	29%	43%	15%	26%	14%	27%
Race						
African-American	41%	55%	28%	44%	27%	44%
Asian	16%	21%	10%	18%	14%	23%
White	22%	31%	11%	16%	8%	13%
Other	33%	48%	21%	30%	15%	29%

Table 10

Performance in First Math Course of
Core and Non Core Curriculum Students
(By Gender and Race)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Gender				
Men	73%	68%	2.2	2.0
Women	83%	75%	2.6	2.4
Race				
African-American	67%	61%	2.1	1.8
Asian	81%	79%	2.6	2.5
White	82%	75%	2.6	2.3
Other	73%	63%	2.3	1.8

Table 11

Performance in First English Course of
Core and Non Core Curriculum Students
(By Gender and Race)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Gender				
Men	84%	82%	2.4	2.3
Women	91%	88%	2.8	2.6
Race				
African-American	83%	80%	2.4	2.3
Asian	87%	87%	2.7	2.6
White	90%	87%	2.8	2.6
Other	83%	83%	2.4	2.3

Table 12

Cumulative Grade Point Average After First Year of
Core and Non Core Curriculum Students
(By Gender and Race)

	Core	Non-Core
Gender		
Men	2.4	2.2
Women	2.7	2.4
Race		
African-American	2.2	2.1
Asian	2.7	2.5
White	2.7	2.5
Other	2.4	2.2

Table 13

Results of Multiple Regression Analysis Using Grade in First Math Course as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.2426	.0589	.0589	12.648	.0000	.2426
2	SAT Math Score	.3022	.0913	.0325	8.094	.0000	.2351
3	Average Grade-Math	.3372	.1137	.0224	11.010	.0000	.2045
4	SAT Verbal Score	.3374	.1138	.0001	1.036	.3003	.1653
5	Honors Chemistry	.3405	.1160	.0021	2.698	.0070	.1631
6	Race	.3447	.1188	.0029	3.890	.0001	.1549
7	Gender	.3833	.1470	.0281	13.298	.0000	.1492

Table 14

Results of Multiple Regression Analysis Using Grade in First English Course as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.2071	.0429	.0429	11.287	.0000	.2071
2	Average Grade - English	.2976	.0886	.0457	9.791	.0000	.2048
3	SAT Verbal Score	.3161	.1000	.0114	7.248	.0000	.1982
4	Gender	.3561	.1268	.0269	12.703	.0000	.1883
5	Honors-English	.3575	.1278	.0009	2.414	.0158	.1573
6	Race	.3618	.1309	.0031	4.315	.0000	.1383
4	Average Grade -Math	.3619	.1310	.0001	0.755	.4504	.1181

Table 15

Results of Multiple Regression Analysis Using Grade Point Average as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.3117	.0971	.0971	17.157	.0000	.3117
2	SAT Verbal Score	.3709	.1376	.0405	4.844	.0000	.2650
3	SAT Math Score	.3767	.1419	.0043	5.864	.0000	.2490
4	Average Grade-English	.4249	.1806	.0387	13.664	.0000	.2308
5	Race	.4312	.1859	.0053	5.706	.0000	.2018
6	Gender	.4680	.2190	.0331	14.919	.0000	.1950
7	Honors-PreCalculus	.4685	.2195	.0005	1.862	.0626	.1530
8	Father's Educational Level	.4698	.2207	.0012	2.861	.0042	.1277
9	Years Studied- Languages	.4698	.2207	.0000	0.149	.8817	.1152

Table 16

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	24%	37%	20%	36%	23%	38%	22%	33%	22%	31%	19%	28%
Baltimore City	29%	45%	27%	44%	34%	56%	27%	54%	39%	63%	37%	53%
Baltimore	19%	32%	17%	26%	21%	31%	21%	26%	22%	35%	18%	22%
Frederick	27%	50%	30%	36%	38%	58%	30%	42%	32%	47%	24%	42%
Lower Shore	10%	21%	10%	15%	6%	21%	22%	30%	26%	40%	26%	41%
Mid Maryland	17%	26%	14%	26%	15%	29%	20%	31%	24%	34%	25%	34%
Montgomery	22%	34%	12%	26%	**	**	16%	31%	25%	39%	27%	41%
Prince George's	32%	46%	24%	38%	28%	43%	30%	40%	31%	41%	34%	45%
Southern Maryland	19%	30%	7%	19%	10%	17%	11%	16%	14%	21%	6%	14%
Susquehanna	28%	46%	26%	44%	30%	45%	28%	39%	28%	38%	33%	48%
Upper Shore	15%	33%	20%	32%	23%	39%	24%	37%	19%	43%	32%	45%
Western Maryland	36%	49%	*	*	33%	53%	30%	48%	41%	60%	34%	45%
ALL MARYLAND	**24%**	**38%**	**19%**	**32%**	**25%**	**40%**	**23%**	**36%**	**27%**	**41%**	**26%**	**38%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College.

**Figures from Montgomery County are not meaningful because of incorrect data supplied by Montgomery College.

Table 17

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	9%	17%	8%	18%	9%	17%	10%	16%	9%	15%	7%	15%
Baltimore City	21%	38%	25%	47%	22%	45%	18%	41%	28%	50%	29%	53%
Baltimore	11%	24%	14%	23%	14%	27%	12%	22%	19%	32%	17%	24%
Frederick	13%	27%	19%	35%	22%	33%	17%	21%	13%	20%	11%	24%
Lower Shore	12%	22%	10%	35%	10%	25%	16%	25%	19%	27%	10%	21%
Mid Maryland	12%	25%	11%	19%	7%	17%	9%	21%	13%	22%	11%	18%
Montgomery	8%	19%	4%	14%	5%	13%	5%	12%	14%	22%	15%	25%
Prince George's	15%	31%	15%	27%	16%	27%	19%	28%	20%	32%	17%	27%
Southern Maryland	11%	21%	7%	18%	10%	16%	9%	17%	8%	16%	10%	14%
Susquehanna	9%	20%	10%	23%	9%	13%	9%	17%	11%	21%	14%	20%
Upper Shore	8%	29%	11%	22%	9%	18%	7%	15%	11%	21%	11%	18%
Western Maryland	17%	26%	*	*	14%	28%	16%	28%	20%	41%	18%	20%
ALL MARYLAND	**12%**	**24%**	**11%**	**24%**	**12%**	**24%**	**12%**	**22%**	**16%**	**28%**	**15%**	**25%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College

Table 18

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	15%	24%	13%	23%	15%	23%	15%	21%	15%	18%	9%	15%
Baltimore City	21%	40%	23%	46%	20%	42%	20%	44%	28%	53%	26%	53%
Baltimore	15%	27%	13%	24%	14%	25%	14%	23%	19%	29%	15%	21%
Frederick	7%	13%	9%	14%	11%	18%	10%	9%	14%	18%	9%	22%
Lower Shore	15%	33%	12%	37%	13%	23%	9%	20%	17%	28%	11%	20%
Mid Maryland	7%	19%	9%	17%	6%	15%	10%	16%	11%	18%	9%	15%
Montgomery	6%	17%	11%	21%	11%	21%	12%	20%	12%	20%	11%	21%
Prince George's	16%	30%	17%	25%	16%	27%	18%	29%	19%	32%	19%	33%
Southern Maryland	11%	22%	25%	37%	25%	38%	25%	39%	22%	37%	7%	10%
Susquehanna	6%	12%	5%	9%	5%	10%	6%	7%	6%	10%	7%	13%
Upper Shore	6%	21%	8%	15%	9%	18%	7%	13%	16%	25%	11%	17%
Western Maryland	8%	16%	*	*	14%	21%	11%	18%	15%	25%	11%	16%
ALL MARYLAND	**12%**	**24%**	**13%**	**25%**	**14%**	**25%**	**14%**	**24%**	**16%**	**28%**	**13%**	**24%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College

Table 19

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	77%	74%	79%	75%	75%	74%	81%	74%	78%	75%	80%	71%
Baltimore City	77%	73%	79%	72%	77%	73%	79%	73%	77%	75%	77%	75%
Baltimore	77%	66%	78%	76%	78%	78%	80%	72%	80%	80%	80%	78%
Frederick	77%	75%	82%	76%	80%	76%	80%	84%	82%	78%	84%	84%
Lower Shore	80%	74%	87%	85%	80%	72%	79%	91%	78%	73%	77%	77%
Mid Maryland	80%	78%	77%	79%	80%	79%	81%	74%	83%	80%	83%	77%
Montgomery	74%	71%	77%	69%	78%	70%	78%	70%	78%	72%	76%	67%
Prince George's	69%	62%	73%	67%	75%	72%	73%	68%	76%	70%	70%	62%
Southern Maryland	83%	67%	80%	80%	78%	72%	77%	74%	80%	75%	79%	72%
Susquehanna	76%	78%	75%	72%	79%	79%	82%	84%	82%	77%	83%	77%
Upper Shore	78%	83%	83%	71%	83%	81%	86%	80%	86%	77%	72%	69%
Western Maryland	84%	78%	82%	80%	82%	78%	84%	82%	83%	79%	87%	87%
ALL MARYLAND	**76%**	**70%**	**78%**	**73%**	**78%**	**74%**	**79%**	**74%**	**79%**	**75%**	**78%**	**71%**

Table 20

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	89%	81%	89%	84%	87%	85%	87%	87%	88%	88%	90%	91%
Baltimore City	89%	86%	89%	84%	87%	85%	86%	77%	85%	84%	84%	78%
Baltimore	88%	80%	89%	84%	87%	83%	88%	86%	90%	86%	90%	89%
Frederick	89%	74%	89%	74%	91%	81%	91%	85%	86%	87%	89%	91%
Lower Shore	91%	90%	92%	91%	93%	89%	88%	83%	85%	70%	92%	84%
Mid Maryland	90%	80%	89%	79%	89%	85%	89%	85%	89%	81%	90%	89%
Montgomery	86%	80%	85%	76%	84%	78%	84%	77%	83%	77%	86%	82%
Prince George's	86%	76%	84%	83%	88%	81%	85%	80%	85%	81%	85%	81%
Southern Maryland	87%	79%	90%	88%	90%	84%	85%	86%	89%	87%	89%	89%
Susquehanna	89%	82%	90%	78%	88%	85%	89%	87%	90%	86%	91%	82%
Upper Shore	86%	82%	85%	85%	90%	87%	90%	81%	91%	78%	88%	84%
Western Maryland	94%	88%	93%	90%	90%	90%	92%	90%	93%	86%	90%	87%
ALL MARYLAND	**88%**	**81%**	**88%**	**86%**	**88%**	**83%**	**87%**	**83%**	**87%**	**83%**	**88%**	**85%**

-30-

Table 21

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	2.5	2.2	2.6	2.3	2.5	2.3	2.6	2.3	2.5	2.4	2.6	2.4
Baltimore City	2.4	2.0	2.3	2.0	2.3	2.0	2.4	2.1	2.4	2.1	2.3	2.1
Baltimore	2.4	2.1	2.5	2.3	2.4	2.3	2.5	2.4	2.5	2.4	2.5	2.4
Frederick	2.6	2.3	2.6	2.3	2.6	2.3	2.7	2.7	2.7	2.4	2.8	2.4
Lower Shore	2.4	2.3	2.5	2.1	2.4	2.3	2.6	2.3	2.4	2.2	2.5	2.3
Mid Maryland	2.6	2.2	2.5	2.3	2.6	2.3	2.6	2.4	2.6	2.4	2.7	2.5
Montgomery	2.5	2.2	2.5	2.1	2.5	2.2	2.6	2.2	2.6	2.3	2.6	2.3
Prince George's	2.3	2.0	2.3	2.2	2.4	2.2	2.3	2.2	2.4	2.2	2.3	2.2
Southern Maryland	2.5	2.3	2.7	2.6	2.6	2.3	2.6	2.3	2.6	2.4	2.7	2.4
Susquehanna	2.6	2.3	2.5	2.2	2.5	2.3	2.5	2.4	2.6	2.4	2.6	2.3
Upper Shore	2.3	2.3	2.4	2.1	2.5	2.3	2.6	2.3	2.5	2.2	2.5	2.3
Western Maryland	2.7	2.6	2.7	2.5	2.7	2.3	2.6	2.4	2.8	2.4	2.7	2.5
ALL MARYLAND	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.3**	**2.5**	**2.3**	**2.6**	**2.3**

Table 22

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	35%	50%	31%	42%	40%	54%	38%	49%	43%	55%	46%	56%
Public Four-Year	17%	21%	9%	16%	14%	21%	11%	18%	13%	21%	13%	17%
Independent	12%	12%	5%	8%	7%	7%	5%	8%	8%	10%	7%	8%
ALL CAMPUSES	**24%**	**38%**	**19%**	**32%**	**25%**	**40%**	**23%**	**36%**	**27%**	**41%**	**26%**	**38%**

Table 23

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	21%	35%	19%	33%	19%	31%	21%	32%	29%	41%	27%	38%
Public Four-Year	6%	11%	6%	10%	7%	13%	5%	9%	7%	11%	7%	10%
Independent	3%	5%	1%	3%	2%	4%	1%	1%	1%	3%	1%	2%
ALL CAMPUSES	**12%**	**24%**	**11%**	**24%**	**12%**	**24%**	**12%**	**22%**	**16%**	**28%**	**15%**	**25%**

Table 24

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	20%	33%	24%	35%	24%	35%	25%	35%	27%	38%	21%	35%
Public Four-Year	6%	12%	5%	9%	6%	9%	6%	9%	8%	13%	7%	11%
Independent	2%	3%	1%	4%	2%	4%	1%	2%	6%	9%	6%	5%
ALL CAMPUSES	**12%**	**24%**	**13%**	**25%**	**14%**	**25%**	**14%**	**24%**	**16%**	**28%**	**13%**	**24%**

Table 25

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	73%	65%	73%	67%	71%	67%	72%	68%	72%	70%	72%	64%
Public Four-Year	76%	71%	80%	79%	81%	80%	81%	77%	83%	77%	80%	75%
Independent	89%	88%	89%	86%	87%	83%	91%	87%	90%	88%	90%	85%
ALL CAMPUSES	**76%**	**70%**	**78%**	**73%**	**78%**	**74%**	**79%**	**74%**	**79%**	**75%**	**78%**	**71%**

Table 26

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	82%	73%	81%	74%	81%	76%	80%	76%	79%	75%	81%	79%
Public Four-Year	92%	89%	92%	92%	92%	90%	91%	89%	92%	90%	91%	90%
Independent	93%	91%	95%	91%	93%	94%	95%	91%	95%	95%	96%	95%
ALL CAMPUSES	**88%**	**81%**	**88%**	**82%**	**88%**	**83%**	**87%**	**83%**	**87%**	**83%**	**88%**	**85%**

Table 27

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	2.3	2.0	2.3	2.1	2.3	2.1	2.3	2.1	2.3	2.1	2.3	2.1
Public Four-Year	2.6	2.4	2.6	2.5	2.6	2.4	2.7	2.5	2.7	2.5	2.7	2.6
Independent	2.8	2.6	2.8	2.6	2.8	2.6	2.9	2.7	2.9	2.8	2.9	2.8
ALL CAMPUSES	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.3**	**2.5**	**2.3**	**2.6**	**2.3**

Table 28

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	22%	35%	17%	29%	21%	37%	20%	31%	23%	36%	23%	33%
Women	26%	41%	20%	35%	28%	44%	25%	40%	29%	46%	29%	43%
Race												
African American	38%	53%	32%	47%	39%	56%	38%	53%	44%	61%	41%	55%
Asian	11%	13%	8%	13%	13%	19%	10%	18%	14%	24%	16%	21%
White	21%	34%	16%	27%	21%	35%	19%	30%	22%	33%	22%	31%
Other	31%	33%	20%	25%	31%	42%	25%	40%	30%	42%	33%	48%

Table 29

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	13%	27%	13%	24%	12%	23%	13%	21%	17%	27%	15%	25%
Women	12%	24%	11%	24%	12%	24%	11%	23%	15%	30%	15%	26%
Race												
African American	24%	43%	24%	42%	25%	40%	24%	38%	32%	48%	28%	44%
Asian	8%	13%	7%	11%	7%	14%	7%	16%	10%	18%	10%	18%
White	9%	19%	8%	17%	8%	17%	8%	15%	11%	19%	11%	16%
Other	14%	15%	11%	17%	11%	20%	11%	24%	19%	25%	21%	30%

Table 30

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	11%	24%	13%	23%	12%	22%	14%	22%	15%	24%	12%	21%
Women	12%	25%	14%	27%	15%	27%	14%	26%	17%	31%	14%	27%
Race												
African American	25%	43%	26%	42%	25%	40%	25%	42%	32%	48%	27%	44%
Asian	9%	15%	11%	16%	13%	18%	14%	19%	16%	24%	14%	23%
White	8%	17%	9%	18%	10%	18%	10%	15%	11%	18%	8%	13%
Other	12%	15%	17%	20%	14%	26%	15%	29%	18%	24%	15%	29%

Table 31

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	72%	66%	72%	70%	74%	71%	75%	70%	75%	72%	73%	68%
Women	80%	74%	73%	77%	81%	77%	82%	78%	83%	79%	83%	75%
Race												
African American	73%	61%	73%	70%	75%	71%	71%	67%	73%	71%	67%	61%
Asian	79%	75%	83%	78%	83%	81%	81%	76%	85%	79%	81%	79%
White	77%	72%	79%	74%	78%	75%	81%	76%	81%	76%	82%	75%
Other	73%	69%	72%	72%	75%	65%	77%	67%	75%	72%	73%	63%

Table 32

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Genders												
Men	85%	77%	84%	77%	83%	80%	83%	79%	84%	79%	84%	82%
Women	91%	84%	90%	87%	91%	86%	90%	86%	90%	86%	91%	88%
Race												
African American	87%	80%	85%	82%	87%	80%	82%	76%	83%	79%	83%	80%
Asian	91%	82%	86%	84%	85%	84%	88%	83%	86%	81%	87%	87%
White	89%	81%	89%	82%	88%	85%	89%	86%	89%	85%	90%	87%
Other	86%	76%	86%	81%	84%	72%	85%	74%	84%	73%	83%	83%

Table 33

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	2.3	2.0	2.3	2.1	2.4	2.1	2.4	2.2	2.4	2.2	2.4	2.2
Women	2.6	2.3	2.6	2.4	2.6	2.3	2.6	2.4	2.6	2.4	2.7	2.4
Race												
African American	2.2	1.9	2.2	2.0	2.2	2.0	2.2	2.0	2.2	2.0	2.2	2.1
Asian	2.6	2.4	2.6	2.4	2.7	2.6	2.6	2.4	2.6	2.5	2.7	2.5
White	2.5	2.3	2.6	2.3	2.6	2.3	2.6	2.4	2.6	2.4	2.7	2.5
Other	2.3	2.2	2.4	2.2	2.4	2.1	2.5	2.2	2.5	2.2	2.4	2.2

Table 34

Six-Year Graduation Rate of Core and Non Core Curriculum Students Who Enrolled as New Full-Time Freshmen at Maryland Public Four-Year Campuses in Fall 1994 (By Gender, Race and Major Jurisdiction).

	N		CORE		NON CORE
All Students	5,580		64.0%		57.1%
Gender					
Men	2,577		59.2%		52.3%
Women	3,003		67.8%		62.7%
Race					
African American	1,685		50.0%		46.1%
Asian	542		68.0%		56.8%
White	3,123		69.7%		66.0%
Other	230		66.2%		60.9%
Major Jurisdiction					
Anne Arundel	411		71.1%		67.0%
Baltimore City	608		50.4%		44.9%
Baltimore	739		63.0%		55.1%
Frederick	160		72.8%		65.8%
Lower Shore	207		55.0%		53.5%
Mid Maryland	487		69.0%		70.3%
Montgomery	1,092		70.4%		66.5%
Prince George's	1,092		56.1%		47.7%
Southern Maryland	238		70.8%		50.0%
Susquehanna	229		73.4%		66.7%
Upper Shore	100		68.0%		59.0%
Western Maryland	211		62.3%		60.9%

Table 35

Four-Year Graduation and Transfer Rate of Core and Non Core Curriculum Students who Enrolled as New Full-Time Freshmen at Maryland Community Colleges in Fall 1994 through 1996 (By Gender, Race and Major Jurisdiction).

	1994			1995			1996		
	N	CORE	NONCORE	N	CORE	NONCORE	N	CORE	NONCORE
All Students	4,264	46.0%	33.7%	4,810	47.2%	36.0%	4,474	47.0%	36.9%
Gender									
Men	2,044	43.5%	30.5%	2,222	44.0%	32.9%	2,015	41.9%	36.7%
Women	2,220	47.8%	37.2%	2,588	49.9%	39.2%	2,459	50.6%	37.2%
Race									
African American	783	26.1%	17.7%	956	27.5%	19.9%	918	32.1%	19.8%
Asian	199	56.0%	44.5%	281	67.4%	55.6%	261	58.0%	59.9%
White	3,068	48.4%	39.2%	3,317	50.7%	41.5%	3,024	50.0%	42.8%
Other	214	51.0%	29.6%	256	39.5%	27.2%	271	41.7%	32.5%
Major Jurisdiction									
Anne Arundel	486	50.1%	42.6%	643	52.8%	44.9%	564	46.2%	39.4%
Baltimore City	365	33.5%	21.1%	400	33.0%	18.5%	354	38.4%	23.3%
Baltimore	627	41.0%	25.3%	594	42.6%	41.7%	507	38.7%	35.1%
Frederick	236	47.4%	42.6%	234	50.0%	31.7%	247	48.8%	49.4%
Lower Shore	46	42.0%	40.0%	71	46.9%	31.8%	65	34.9%	50.0%
Mid Maryland	365	50.4%	35.7%	361	45.7%	41.2%	335	51.4%	34.8%
Montgomery	574	43.0%	35.9%	712	47.3%	36.8%	684	21.7%	38.6%
Prince George's	574	40.4%	29.2%	642	42.0%	22.5%	626	43.4%	29.0%
Southern Maryland	268	51.3%	42.7%	303	58.1%	57.0%	260	52.6%	50.4%
Susquehanna	309	47.6%	33.9%	360	47.3%	31.4%	339	50.6%	42.4%
Upper Shore	108	48.6%	46.9%	101	57.2%	42.3%	110	50.8%	32.6%
Western Maryland	244	62.7%	41.4%	311	55.0%	52.6%	307	53.6%	49.0%